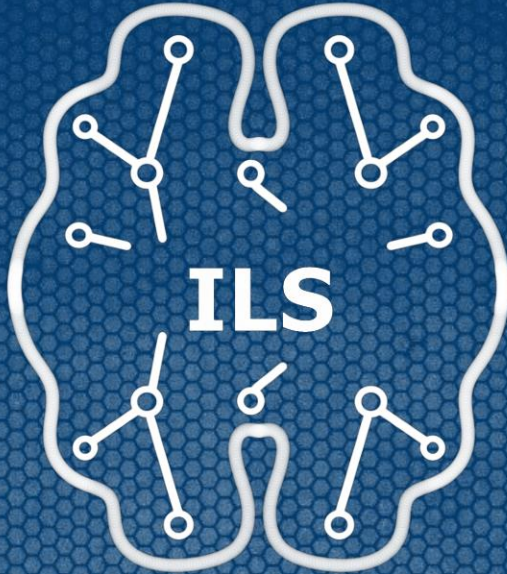


Cognitive Psychology Laboratory, Department of Psychology,
Faculty of Psychology and Educational Sciences,
Babeş-Bolyai University



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THE USE OF IMPLICIT KNOWLEDGE IN DYADIC JUDGEMENTS

Roman Tikhonov¹, Nadezhda Moroshkina¹

¹*Saint Petersburg University*

We examined the effect of dyadic interaction on the use of implicit knowledge in a hidden covariation detection task. In the learning phase, participants individually memorized faces of women together with “ratings of their IQ” that were correlated with either the type of hairstyle (loose/gathered hair) or the background color (gray/yellow). Then participants evaluated the IQ of the new model during two test phases: dyadic test phase (with joint decision-making) was followed by individual test phase (with no communication). There were three dyadic conditions: 1) consensual (both members were presented with the same covariation in the learning phase), 2) conflicting (members of the dyad learned mutually exclusive covariations), and 3) independent (one member learned the hairstyle to be predictive of IQ, while the other one — the type background). As we hypothesized, participants of the consensual condition relied on the hidden covariation both in dyadic test phase and in the subsequent individual test phase. However, the results of the conflicting condition were unexpected. During the dyadic test phase the joint responses did not correspond to any of the implicit covariations. But in the individual test phase, the participants began to demonstrate implicit learning, as if returning to the previously learned implicit covariation. Thus, interaction with the conflicting partner led only to temporary compromise, but did not affect implicit knowledge. There was no implicit learning in the third condition.

Keywords: implicit learning, joint decision-making, social judgments

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